Reading First Elements and Sustainability

Barriers	Strategies
Leadership	

• turnover of leadership
• lack of instructional leadership
• the leadership is concentrated in one person
• lack of support from the district for maintaining effective leadership at the school level
	• reading-based hiring practices (posting, recruiting, screening, interviewing, doing reference checks) *(see handout)
	• re-assignment of staff-- Place principals, coaches and teachers based on vision and skills which match the needs of the students in the school
	• cultivate leaders (planned succession (Fullan, 2005)
	    o provide training, opportunity, support, recognition
	    o have current leaders mentor potential leaders

• reading culture and instruction	• review/revise job descriptions for principal and coach • set high expectations for leaders regarding outcomes and hold them accountable • supervise and evaluate principals and coaches on the variables related to strong outcomes • provide support for leaders to meet outcomes (mentoring) • structure strong collaboration between principal & coach • establish strong building reading team

Barriers	Strategies
Reading Culture	
• change of leadership (principal or coach) • lack of participation by principal • staff turnover (new teachers) • changing goals/priorities at district/school level • loss of urgency for improved outcomes • "cultural drift"	• <u>district level:</u> - hire and assign district leaders and principals committed to Reading First goals and student achievement - communicate with data to school board and schools • <u>school level:</u> - develop teacher capacity to understand data and deliver instruction aligned w/each student's needs - examine student data regularly to assure progress; adjust instruction as needed • <u>classroom level:</u> - regularly monitor student progress - regularly meet with grade level team to adjust grouping and instruction as needed
SBRR Curriculum	
• insufficient training and follow-up support on program implementation • insufficient attention to fidelity of implementation • insufficient differentiation of curriculum • lack of funds for replacement materials	• additional training and follow-up as needed • supervise for fidelity to instructional plan • accountability for implementation • district, Title 1 funds, other sources for materials
Instruction	
• "procedural drift" • inefficiencies in instruction • insufficient differentiation	• leadership/supervision for fidelity to plans and commitments • additional training or support based on data • planning, support for greater differentiation

Barriers	Strategies
Use of Data	
- loss of staff time or commitment to collect data - lack of leadership for using data - insufficient knowledge on how to use data - lack of support for grade level team meetings	- Build team use of reading data into the school culture - Schedule regular administration of measures - Report "up and out": Schedule meetings to analyze and discuss data: team, principal-coach, and principal-district - Develop in-house expertise for interpreting data and determining instructional implications - Identify Achievement gaps: between classes, between grades, and between schools - Identify which classes, schools we can learn from and which need more support
Professional Development	
- new and/or competing priorities - loss of focus - loss of PD funds - lack of PD planning - lack of training for new staff - lack of transfer from training to classroom setting - lack of follow-up or on-going support	- deflect/defer/combine competing priorities - provide leadership to sustain focus - use Title 1, 2A, 3, 5, and district $ to focus on the most efficient and productive training activities - differentiated PD based on data - assure that follow-up support takes place and is effective - Set up system to provide PD to new staff - provide new staff with foundational training and support in addition to new PD

Barriers	Strategies
Coaching	

• Loss of funding for coach
• Diminished effectiveness of coach
	• Identify new funding sources to keep the
	  Title 1
	  Title 2a (highly qualified staff)
	  Title 3 (ELL)
	  Title 5 (innovative programs)
	  district funding
	  Special education (15%)
	or
	• Identify all roles and functions of the coach that are essential to sustaining RF efforts and determine how to make those roles/functions happen
	• Look at other coaching models
	• Continue supervision/support for coaching effectiveness
	• Identify other sources of TA and support once regional and state RF sources are no longer available
	• Have coach document what they do and how they set things up (e.g., at the beginning of the year) to make them work
	• Consider a part-time or shared coach
	• Assign building literacy specialist from existing FTE
	• provide release time; refocus job description
	• (e.g. Title 1, librarian, teacher w/strong reading background)
	• Peer coaching
	• Principal or district instructional leader provides "technical assistance"

Use of Time	
• inadequate time scheduled • reversion to previous practices • competing events • school or classroom culture does not make efficient use of instructional time	• revise school and classroom schedules to assure sufficient teaching time • supervise for adherence to instructional schedule and commitment to adequate learning time for all students • provide sufficient staff and training to ensure high levels of instructional intensity • If "new priorities" come along and can't be deferred, integrate new priorities into the reading priority.

Barriers	Strategies
Use of Recurring Resources	
• budget is not aligned with reading priority	• prioritize district, state and federal dollars for the Reading First elements which require funding • make data-driven budget decisions
• staffing funds are not optimized for maximum instructional coverage	• hire and assign staff to optimize support for reading outcomes

• time
  - not allocating adequate time for instruction
  - not making full use of instructional time allocated
	• provide adequate time for planning, training, support and instruction and monitor use of time
	• manage competing priorities (focus on highest priorities)

District support	
• district staff are not connected to RF • lack of buy-in or support at the district level • district decisions, priorities are not aligned with improvement efforts • district policies and procedures are unrelated to achievement • staff are hired, assigned, and supervised on the basis of things unrelated to achievement	• communication, involvement to keep district staff informed about, engaged in Reading First • district policies, procedures and actions are aligned with improvement efforts and support achievement • staff (including principals) are hired, assigned, and supervised based on their understanding of and commitment to the instructional needs of students and the support needs of staff